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ABSTRACT

The teacher program described here focuses on the basic principles of interpersonal communication and emphasizes skill development in face to face communication, nonverbal communication, and in giving and receiving feedback. The inservice topics addressed by the product include the use of techniques such as paraphrasing, describing behavior, describing feelings, checking perceptions, identifying nonverbal communication clues, and identifying responses to build communication skills. Information is provided on program content, purposes, activities, resources, and history of development. A critique and ordering information are also included. (DS)

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ED166184

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: INTERPERSONAL COMMUNICATIONS

Publication Date(s): 1972; revised 1973, 1977

Intended Users: Inservice and preservice teachers, counselors, administrators, and all those who are interested in understanding the principles of interpersonal communication and in improving their own interpersonal communications skills.

Grade Level(s): K-college

Number: Group; minimum of six people, preferably multiples of six

Primary Focus: The product presents and explains the basic principles of interpersonal communication, emphasizes skill development in face to face communication, non-verbal communication, and in giving and receiving feedback. The product intends also to effect attitude change and value change on the part of the user.

School subject(s) and/or inservice topic(s) covered:

The inservice topics addressed by this product are skills in interpersonal communications and the use of techniques such as paraphrasing, describing behavior, describing feelings, checking perceptions, identifying non-verbal communication clues, identifying responses to build communications skills.

What participant does in using the materials:

The participant views the film for each unit and listens to the tape. S/he also participates in group discussion of the topics and does the related activities, which include reading printed materials, filling in questionnaires, and recording and reporting the interaction of other participants in the group. Exchange and interaction between group members is the principle learning experience of this workshop.

Resources:

The product components include nine films, one audiotape, a Leader's Manual and participant materials. Needed for implementation of these are a filmstrip projector, screen, and cassette player. Classroom space is needed for group meetings and an experienced workshop conductor is required. The developer suggests that five consecutive days be reserved for program implementation.

Describer critique:

The product is well-written and well-organized, although somewhat cumbersome. Its use calls for a highly qualified instructor. The technical quality is good. The films are excellent; they hold the interest and are illustrative of the material. However, the audiotape uses too much educational jargon.

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M53 affective skills - interaction-teacher:teacher values TD

1.0 PURPOSES:

The developer offers the following rationale and purposes for this program:

"The purpose of an interpersonal communications workshop is to give teachers the knowledge and skills of behaviors generally applicable to:

Face-to face communication,
One's own unique style of communicating,
Group and organizational factors which effect that communication, and
Continued improvement of one's communication skills.

"Innovations such as team teaching, modular scheduling and differentiated staffing increase the need for collaboration at all levels. In the traditional system of self-contained classrooms, most educators have carried out their roles in relative isolation. Many potentially valuable innovations have not been implemented successfully, due to issues of influence, polarized conflict and ineffective communication. Increased interpersonal communications skills of school personnel will reduce at least one hindrance to local improvement efforts."

Users are expected to gain competencies in paraphrasing, describing behavior, describing feelings, checking perceptions, identifying nonverbal communication clues, applying guidelines to giving and receiving feedback, identifying the effects of expectations in communications and the effects of feelings on communication, identifying freeing and binding responses which affect openess of communication, identifying the effects of roles and norms on communication, identifying patterns of communications, applying techniques of assessing one's knowledge and skills in interpersonal communication, applying guidelines to creating self-improvement communication exercises.

Attitude change, value clarification and understanding are included as objectives.

2.0 CONTENT — Scope and Sequencing of Topics:

The product is comprised of the following:

Unit 1 Introduction - 24 pages - 1 film
Unit 2 Paraphrasing - 26 pages - 1 film
Unit 3 Behavior Description - 21 pages - 1 film
Unit 4 Description of Feelings and Perceptions Check - 26 pages - 1 film
Unit 5 Nonverbal Communications and Perception Check - 21 pages
Unit 6 The Concept of Feedback - 24 pages
Unit 7 Expectations and Communications - 24 pages - 1 film
Unit 8 The Interpersonal Gap - 28 pages
Unit 9 The Effects of Feeling - 14 pages - 1 film
Unit 10 Matching Behavior with Intentions - 8 pages
Unit 11 Open Communications: Freeing and Binding Responses - 18 pages - 1 film
Unit 12 Communicating About Interpersonal Relationships - 26 pages - Audio cassette tape
Unit 13 Roles and Patterns of Interpersonal Communications - 36 pages - 1 film
Unit 14 Norms and Communications - 14 pages
Unit 15 One and Two-Way Communications - 44 pages
Unit 16 Communications Patterns in the School Building - 28 pages - 1 film
Unit 17 Communicating Under Pressure - 24 pages
Unit 18 Assessment of Knowledge - 36 pages
Unit 19 Improving
Unit 20 Developing Support for Continuous Learning - 10 pages

Script of tape for Unit 12 - 10 pages

Leader's Manual - 477 pages

The project materials are intended to be used sequentially and in their entirety. The describer suggests that certain units may also be excerpted and used independently of the others.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

User views the film for each unit, listens to the tape cassette, participates in discussion and activities (both large and small group), reads printed materials, fills in questionnaires, records and reports on interactions of other participants. Training should take place in a room large enough to permit interaction in several small groups. The sequence of activities varies with each unit, but generally there is an introduction, a film, discussion, individual reading of material, then small group discussion or activities such as role playing or practice of subject presented. (For components, see 5.3.)

3.2 Help given in use of product:

A 477-page Leader's Manual is provided with the product.

The developer notes that an instructor trained in conducting this type of workshop is necessary for proper implementation of the course.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each unit contains an assessment instrument or instruments. Tests are administered by the participant and checked by the instructor (answer sheets are provided in the Leader's Manual).

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The developer recommends that the material be covered in five consecutive days, allowing for the completion of four units per day. There are 20 units--each approximately 90 minutes long. Variations in the suggested schedule are possible.

Nine films, one tape and participant's manual are required. A workshop leader is required. Film projector and screen and cassette tape player are required. Recommended are: easily movable chairs, tables, large room for dividing into groups.

5.2 Distributor name/address:

Xicom, Inc.
RFD #1
Sterling Forest
Tuxedo, New York 10987

M. DeGiovanni, Production Manager

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INTERPERSONAL COMMUNICATIONS Leader's Manual	$19.95	no	one	yes
INTERPERSONAL COMMUNICATIONS Participant's Edition	12.95	no	1/participant	no
One set of 9 films; 1 audiotape (unit 12)	$307.90 (TOTAL)	no	one	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Key Staff: Charles Yung
Rosalie Howard
Ruth Emory
Rene Pino

6.2 How developed and when:

The product is an outgrowth of activities conducted by the National Training Laboratory Institute for Applied Behavioral Sciences and of Xicom, Inc. The twenty units grew out of the initial effects of John Wallen. They were created by a team drawn from a variety of educational roles across the country. On the basis of extensive field testing with educational groups throughout the United States; additional revisions were made by Rene Pino and Ruth Emory.

6.3 Evidence of effectiveness with users:

A detailed technical report of the evaluation of this training design is available from Northwest Regional Educational Laboratory, Office of Marketing and Dissemination. It summarizes results from a series of field trials and a major field test.

"Approximately 95% of the participants of an Interpersonal Communications workshop can be expected to react positively to their experience in it."

Feedback comes from 167 participants -- 64 teachers, 32 administrators and other school staff, 53 college faculty and 11 community members.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The need addressed in the product is for more effective interpersonal communication and the product is appropriate in meeting this need. It is adaptable for parents and older children as well as teachers and administrators; it is well written and well organized, although somewhat cumbersome. Its use calls for a highly qualified instructor, thoroughly versed in the subject and method of presentation.

The films are excellent: they hold the interest and are illustrative of the material. However, the audio tape seems unnecessarily ridden with educational jargon. Overall technical quality is good.

Content accuracy/social fairness/community acceptance issues:

The content appears accurate.

There is no ethnic or sex bias. Minorities are well represented.

The content does not appear controversial, although some people may object to or disagree with some of the material and the conclusions drawn from its use.

Overall summary/comment:

The main strengths of the product are its good organization and thorough approach to the material. Steps, progression, and objectives are clearly stated and well worked out. The technical quality is good and the films complement the material presented. The activities are relevant.